Years 9–10 assessment techniques and conditions

The Arts — Visual Arts

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

	Techniques			
	Project — develop ideas and/or make artwork/s	**Project — make and display artwork/s**	**Extended response**	**Examination**
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.		focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period. While students may undertake some research when creating their response, it is not their focus.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe. Assessment items may include question/s, scenario/s and/or problem/s.

Learning area advice	Students draw on inspiration from multiple sources to develop ideas and/or make artwork/s to represent and/or communicate ideas, perspectives and/or meaning. They document and reflect on their visual arts practice. Considering purpose, audience and/or context students use:
	
	• conventions
	  – elements of art/design, e.g. line, shape, form, space, texture, tone and value, colour, light, time, sound
	  – principles of art/design, e.g. movement, balance,
		Considering purpose, audience and/or context, students curate and present exhibitions of their own or others' visual artwork/s, including an artist statement explaining and justifying choices to accompany the resolved artwork. Students can display their work live or virtually. Students resolve artwork/s to represent ideas and communicate ideas, perspectives and/meaning using:
		
		• conventions, e.g. elements and principles of art/design, composition
			Students respond to their own or others' visual arts work/s, ideas and/or information, using visual arts terminology, knowledge, understanding and skills to:
			
			• analyse how and why conventions, processes, and materials are manipulated
			
			• evaluate:
			  – how and why artists from across cultures, times, places and/or other contexts use conventions, processes, and materials in their visual arts practice and/or artworks to represent and/or challenge
				Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. photographs, paintings, films, contextual information.
				
				Note:
				• Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination.

	Techniques			
	Project — develop ideas and/or make artwork/s	**Project — make and display artwork/s**	**Extended response**	**Examination**
	pattern, text, contrast, proportion, unity – composition, e.g. parts of an artwork – contemporary approaches, e.g. appropriation • processes, e.g. drawing, painting, printmaking, photography, collage, video, animation, sculpture. A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.	• processes, as relevant to 2D, 3D or 4D artworks • materials, e.g. paint, pastels, ink, charcoal, fabric, paper, clay. A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.	ideas, perspectives and/or meaning – how visual arts are used to celebrate and challenge perspectives of Australian identity.	• Unseen stimulus should not have been directly used in class.
Mode	written, spoken/signed, practical^ or multimodal	practical^ or multimodal	written, spoken/signed or multimodal	written
Examples	Examples may include: • journal, annotated photographs, images to document ideas and processes • graphic organisers, e.g. mind maps, Venn diagram • folio of artworks.	Examples may include: • resolved artwork • virtual or real display.	Examples may include: • artist statement, e.g. analysing and/or evaluating choices in students' own artwork • investigation, e.g. of a genre/style to inform their own artwork • panel discussion or podcast • digital response, e.g. vlog to review an artwork.	Examples may include: • analyse the ways meaning is communicated in a stimulus • review, e.g. an artwork or series of artworks • response to a series of questions relevant to the provided stimulus.

	Techniques			
Conditions	**Project — develop ideas and/or make artwork/s**	**Project — make and display artwork/s**	**Extended response**	**Examination**

	Suggested length:*
	
	• written responses up to 400 words
	• spoken/signed responses up to 2 minutes
	• multimodal responses
	  – up to 8 annotated images or up to 8 x A4 art journal pages/ annotated experimentation or digital equivalent
	  – up to 2 minutes
	• practical as negotiated.
		Suggested length:*
		
		• practical or multimodal as negotiated
		  – curated real or virtual display
		• artist statement
		  – written responses up to 150 words
		  – spoken/signed or multimodal responses up to 45 seconds.
			Suggested length:*
			
			• written responses may include
			  – short responses 50–200 words per item, up to 600 words for the task of folio of responses
			  – extended responses 400–600 words
			• spoken/signed or multimodal responses 2–3 minutes.
				Suggested time:
				
				• up to 90 minutes, plus 10 minutes planning, completed in a single allocation of time, or over several lessons, under supervised conditions.
				
				Suggested length:*
				
				• short, extended or combination responses 400–600 words, comprising
				  – short responses 50–200 words per item
				  – extended responses 400–600 words per item.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.